

## Leisure time boredom: Issues concerning college students

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### **Abstract:**

Students who do not have leisure skills, cannot manage leisure time, or are not aware that leisure can be psychologically rewarding are more likely to be bored during leisure. This study examined the impact of boredom on leisure of college students in relation to gender, level of education, and activity choice. Subjects at a Midwestern university completed the Leisure Boredom Scale and a modified version of the Leisure Activities Blank. No significant differences were found between overall levels of leisure boredom and the three independent variables. However, examinations of individual Leisure Boredom Scale items indicated specific differences. Examples of the findings included that males were more likely than females to agree that they became highly involved in what they did during their leisure and that they were very active during their leisure. Females were most likely to select passive activities as their activity of choice. Students who chose passive leisure activities were less likely to agree that they were very active in their leisure than the other three activity groups. From these differences, implications were constructed for the development and maintenance of campus recreational programs.

**Keywords:** leisure activities | Leisure Boredom Scale | college and university students | recreation

### **Article:**

**\*\*\*Note: Full text of article below**



# LEISURE TIME BOREDOM: ISSUES CONCERNING COLLEGE STUDENTS

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Students who do not have leisure skills, cannot manage leisure time, or are not aware that leisure can be psychologically rewarding are more likely to be bored during leisure. This study examined the impact of boredom on leisure of college students in relation to gender, level of education, and activity choice. Subjects at a Midwestern university completed the Leisure Boredom Scale and a modified version of the Leisure Activities Blank. No significant differences were found between overall levels of leisure boredom and the three independent variables. However, examinations of individual Leisure Boredom Scale items indicated specific differences. Examples of the findings included that males were more likely than females to agree that they became highly involved in what they did during their leisure and that they were very active during their leisure. Females were most likely to select passive activities as their activity of choice. Students who chose passive leisure activities were less likely to agree that they were very active in their leisure than the other three activity groups. From these differences, implications were constructed for the development and maintenance of campus recreational programs

## Introduction

For many young adults, the college years are a period of expanding freedoms and focusing interests (Gitelson & Thomason, 1992). College is seen as the last stage of formal education for most people and it is also one of the last structured opportunities for individuals to form leisure time behavior patterns before they move into the workforce (Cheng et al., 2004). The college environment has a unique influence on leisure behavior, including different patterns of free time availability and the acquisition of new activities. Leisure participation in college students has long-term ramifications as it molds attitudes and behaviors leading to con-

tinued recreation participation in later life (Gordon & Catalbiano, 1996; Hultsman, 1993).

During this formative period many college students display positive leisure behaviors. However, some may exhibit negativity or deviance in their leisure. These deviant behaviors can be caused by a lack of leisure skills and the presence of leisure boredom. Gabriel (1988) noted that if boredom is a problem in critical development periods of leisure behavior, individuals may seek relief from the unpleasantness of this repression by entertaining various methods of deviant or negative behaviors. The purpose of this study was to examine boredom of col-



lege students during their leisure.

### Background

Iso-Ahola and Weissinger (1990) defined leisure boredom as, "A negative mood or state of mind that reflects a mismatch between optimal experiences that are perceptually available to an individual" (p. 4). Feelings of leisure boredom can be created by meaningless leisure or multiple constraints. Additionally, people who do not have leisure skills, cannot manage leisure time, or are not aware that leisure can be psychologically rewarding are more likely to be bored during leisure (Iso-Ahola & Weissinger, 1990).

Numerous instruments have been conceptualized to measure boredom during leisure, including the Zuckerman Boredom Susceptibility Scale (Zuckerman, Eysenck, & Eysenck, 1978), Boredom Proneness Scale (Farmer & Sundberg, 1986), and the Free Time Boredom Scale (Ragheb & Merydith, 2001). However, the most utilized measurement tool of leisure boredom is the Leisure Boredom Scale (LBS) created by Iso-Ahola and Weissinger (1987).

Iso-Ahola and Weissinger (1987) first used the LBS to examine perceptions of leisure as boredom. Six psychological factors including leisure ethic, work ethic, leisure repertoire, awareness, constraints, and self motivation were measured and accounted for 60% of the total variance of leisure boredom. A major finding in these results was that awareness of leisure opportunities accounted for more than one-half of this variance. Sociological variables such as age, gender, race, income, and employment status were also examined. Only gender and income were found to be statistically significant.

Iso-Ahola and Crowley (1991) used the LBS and found that adolescent substance abusers were more likely to experience leisure boredom than nonsubstance abusers. An unexpected finding in this study was that on a separate measure of activity participation frequency, substance abusers participated more frequently in leisure activities. A hypothesized explanation for this phenomenon was that many of the substance abusers were of the arousal seeking personality type. Due to the fact that they were seeking arousal, they may have participated in leisure activities more frequently in order to try and alleviate boredom. Patterson, Pegg, and Dobson-Patterson (2000) found no significant relationships between leisure boredom, alcohol usage, and self-determination among young people in rural and urban areas in Australia. However, results did indicate that the rural females were significantly more bored with their leisure than any of the groups.

Weissinger, Caldwell, and Mobily (1992) examined the leisure perceptions of college recreation majors versus non-majors. The results indicated that majors had a more positive perception of leisure in terms of boredom, ethic, and motivation, but not satisfaction or participation. Weissinger (1995) studied the effects of leisure boredom on self-reported health in college-aged students. Students who were more bored with their leisure reported that they were not as healthy mentally or physically as those who were less bored. While many variables related to boredom have been examined, leisure boredom based on the types of activities that college students participate in has not.

Multiple variables concerning leisure participation have been examined. Beggs, Elkins, and Powers (2005) found that females



were more likely to participate in non-competitive recreational sports programs and activities in which they could avoid conflict. Previous research has also indicated that level of education is not a factor in recreational pursuits (Beggs et. al, 2005; Weissinger, 1995). Iso-Ahola (1989) noted that participation in recreational activities is used as a mechanism to cope with constant demands in college. These activities play an important role in helping students balance and improve the quality of their lives. Direct correlations have been made with participation in recreational sports programs and positive behaviors including community service, avoiding smoking, and attending religious services (Downs, 2003). Downs also indicated that three potential benefits of recreational sports are improved emotional well-being, reduced stress, and improved overall happiness. Ellis, Compton, Tyson, and Bohlig (2002) found that those who participated more frequently in campus recreational activities had more positive levels of health and quality of life. Overall, campus recreational sports have shown significant amounts of importance to college students.

The purpose of this study was to examine boredom of college students during their leisure. The demographic variables gender and level of education were examined as well as the types of activities that students participated in. Activity participation included four categories: active outdoor adventure activities, active competitive team sports, active individual sports, and passive activities.

### Methods

This study utilized survey research methods and consisted of a convenience sample

of 474 subjects enrolled in undergraduate courses at a Midwestern university. Courses were selected using criteria that they were representative of overall university enrollment in regards to gender, level of education, and major concentration.

The survey instrument consisted of 20 items that were divided into three sections. The first section consisted of the LBS and was used to measure leisure boredom. A modified version of the Leisure Activities Blank (LAB) by McKechnie (1975) was used to identify the category of activities that the subject was most likely to participate in. The last section consisted of demographic items including gender and level of education.

The LBS is a 16 item, Likert-type scale containing questions about perceptions of leisure and leisure time usage. The reliability for the scale was reported at .85 (Iso-Ahola & Weissinger, 1990). In the instructions of the instrument, leisure time is defined as all non-work hours. This study modified the statement to define leisure time as all non-work and non-school hours due to the sample. Subjects responded from 1 (strongly disagree) to 5 (strongly agree) to indicate their feelings about the items. Reverse coding was used on eight items with positive leisure connotations and direct coding was used on eight items with negative connotations. An overall mean score was tabulated from all 16 items. Higher scores indicated greater levels of leisure boredom.

The LAB consists of 120 popular leisure activities each divided into six separate categories. The groups are mechanics, crafts, intellectual, slow living, sports, and glamour sports. The six groups items' included on the LAB have reliability measures ranging from .76 to .94 (McKechnie, 1975). The



LAB has been modified because of time duration, lack of necessity for items, and outdated activities (Lounsbury & Hoopes, 1988; Ragheb & Griffith, 1982). For this study, the LAB was modified to consist of four categories instead of six: outdoor adventure activities (e.g., climbing, geocaching, and mountain biking), active competitive team sports (e.g., basketball, hockey, and football), active individual sports (e.g., golf, running, and tennis), and passive activities (e.g., dining out, scrap booking, and television). Subjects selected one of the four categories to indicate which type of activities they were most likely to participate in. Examples that fall in each of these categories were derived from the LAB and a panel of experts to establish content validity. In addition, a pilot study ( $n = 63$ ) was conducted to determine instrument reliability. Cronbach's alpha reliability measure of the pilot was .92, establishing the instrument as a reliable measure.

The survey was administered to subjects by the principal investigator in classrooms in April 2005. T-tests and ANOVA procedures were conducted to examine differences between groups concerning leisure boredom. To account for multiple comparisons a modified Bonferroni adjustment was applied, reducing the significance level to .003.

### Results

Students in this study reported moderate to low levels of leisure boredom. Overall, the average score for students on the leisure boredom scale was ( $M = 2.14$ ). The items on the LBS that students indicated the greatest levels of leisure boredom were "I waste too much of my leisure time sleeping" ( $M = 2.52$ ,  $SD = 1.12$ ) and "In my leisure time, I want

to do something, but I don't know what to do" ( $M = 2.49$ ,  $SD = .87$ ). The items with the lowest scores on the LBS were "Leisure time is boring" ( $M = 1.71$ ,  $SD = .83$ ) and "I am excited about leisure time" ( $M = 4.27$ ,  $SD = .76$ ). Leisure boredom was further analyzed by gender, level of education, and activity choice.

#### *Leisure Boredom and Gender*

Fifty-eight percent of the subjects were female ( $n = 276$ ) and 42% were male ( $n = 197$ ). Results from t-test analyses indicated no significant differences between overall leisure boredom scores and gender (Table 1). However, significant differences were found between the groups on four of the individual LBS items. Males ( $M = 3.84$ ,  $SD = 0.84$ ) had significantly higher scores than females ( $M = 3.61$ ,  $SD = 0.78$ ) on the item "During my leisure time, I become highly involved in what I do." Males ( $M = 4.18$ ,  $SD = 1.02$ ) also had significantly higher scores than females ( $M = 3.65$ ,  $SD = 1.14$ ) on the item "If I could retire now with a comfortable income, I would have plenty of exciting things to do for the rest of my life." In addition, males ( $M = 3.66$ ,  $SD = 0.88$ ) had significantly higher scores than females ( $M = 3.40$ ,  $SD = 0.83$ ) on the item "I am very active during my leisure time." Females ( $M = 2.05$ ,  $SD = 0.78$ ) had significantly higher scores than males ( $M = 1.79$ ,  $SD = 0.87$ ) on the item "I do not have many leisure skills."

#### *Leisure Boredom and Level of Education*

Ten percent ( $n = 45$ ) of the respondents were freshmen, 25% ( $n = 113$ ) were sophomores, 30% ( $n = 139$ ) were juniors, and 35% ( $n = 160$ ) were seniors. Results from



Table 1  
*Leisure Boredom and Gender - t-tests*

|                              | Female |      | Male |      | t     |
|------------------------------|--------|------|------|------|-------|
|                              | M      | SD   | M    | SD   |       |
| Leisure time drags           | 1.83   | 0.84 | 1.88 | 0.91 | 0.55  |
| Highly involved              | 3.61   | 0.78 | 3.84 | 0.80 | 3.11* |
| Leisure time is boring       | 1.75   | 0.84 | 1.67 | 0.81 | 1.05  |
| Retire now, things to do     | 3.65   | 1.14 | 4.18 | 1.02 | 5.20* |
| Spinning my wheels           | 2.24   | 0.84 | 2.15 | 0.91 | 1.08  |
| Don't like leisure           | 1.88   | 0.83 | 1.86 | 0.84 | 0.27  |
| Aroused and going            | 3.55   | 0.79 | 3.70 | 0.89 | 1.91  |
| Important to quality of life | 4.08   | 0.77 | 4.24 | 0.81 | 2.19  |
| Excited about leisure        | 4.24   | 0.74 | 4.31 | 0.77 | 0.98  |
| Don't know what to do        | 2.54   | 0.95 | 2.43 | 0.95 | 1.28  |
| Waste leisure time sleeping  | 2.57   | 1.15 | 2.46 | 1.06 | 1.11  |
| Like to try new leisure      | 3.77   | 0.81 | 3.85 | 0.83 | 1.06  |
| Very active leisure          | 3.40   | 0.83 | 3.66 | 0.88 | 3.25* |
| Leisure does not excite      | 1.80   | 0.67 | 1.77 | 0.82 | 0.50  |
| Do not have leisure skills   | 2.05   | 0.78 | 1.79 | 0.87 | 3.45* |
| Always something to do       | 3.69   | 0.88 | 3.78 | 0.95 | 1.00  |
| Overall leisure boredom      | 2.09   | 0.51 | 2.21 | 0.49 | 0.55  |

Note. Female (n = 276); Male (n = 197).  
\*p < 0.003

ANOVA procedures indicated no significant differences between overall leisure boredom and level of education (Table 2). However, significant differences were found on two specific LBS items. Seniors (M = 3.84, SD = 0.82) scored significantly higher than freshmen (M = 3.40, SD = 0.78) on the item, “During my leisure time, I become highly involved in what I do”. Seniors (M = 4.12, SD = 1.07) also scored significantly higher than freshmen (M = 3.40, SD = 1.21) on the item “If I could retire now with a comfortable income, I would have plenty of exciting things to do for the rest of my life.”

*Leisure Boredom and Activity Choice*

Fifteen percent (n = 68) of the subjects chose active outdoor adventure activities, 27% (n = 120) chose active competitive team sports, 22% (n = 99) chose active individual sports, and 36% (n = 164) chose passive activities. Results from ANOVA procedures indicated no significant differences between overall leisure boredom and activity choice (Table 3). However, significant differences were found within three specific leisure bore-

dom items. On the item, “Leisure time gets me aroused and going”, the active outdoor group (M = 3.90, SD = 0.79) scored significantly higher than the passive activities (M = 3.46, SD = 0.79) group. The active outdoor group (M = 4.13, SD = 0.83) also scored significantly higher than the passive activities group (M = 3.65, SD = 0.80) on the item, “I like to try new leisure activities that I have never tried before.” In addition, each of the three groups including outdoor (M = 3.69, SD = 0.87), team sports (M = 3.66, SD = 0.87), and individual spots (M = 3.68, SD = .87) scored significantly higher than the passive activities group (M = 3.17, SD = 0.77) on the item, “I am very active during my leisure time.”

**Discussion**

The results of this study specified no significant differences between overall leisure boredom and gender, level of education, and activity choice. However, further data analysis indicated significant differences between specific items of leisure boredom and each of the independent variables.



Table 2

*Leisure Boredom and Level of Education - Analysis of Variance*

|                              | Freshman |      | Sophomore |      | Junior |      | Senior |      | F     |
|------------------------------|----------|------|-----------|------|--------|------|--------|------|-------|
|                              | M        | SD   | M         | SD   | M      | SD   | M      | SD   |       |
| Leisure time drags           | 2.00     | 0.93 | 1.99      | 0.97 | 1.88   | 0.83 | 1.71   | 0.81 | 2.24  |
| Highly involved              | 3.40     | 0.78 | 3.65      | 0.73 | 3.66   | 0.79 | 3.84   | 0.82 | 4.55* |
| Leisure time is boring       | 2.00     | 1.02 | 1.65      | 0.79 | 1.81   | 0.84 | 1.61   | 0.76 | 2.86  |
| Retire now, things to do     | 3.40     | 1.21 | 3.65      | 1.14 | 3.91   | 1.07 | 4.12   | 1.07 | 5.19* |
| Spinning my wheels           | 2.31     | 0.82 | 2.35      | 0.85 | 2.13   | 0.85 | 2.12   | 0.91 | 1.67  |
| Don't like leisure           | 1.87     | 0.73 | 1.92      | 0.84 | 1.88   | 0.82 | 1.86   | 0.90 | 0.08  |
| Aroused and going            | 3.49     | 0.82 | 3.39      | 0.86 | 3.69   | 0.78 | 3.68   | 0.86 | 3.37  |
| Important to quality of life | 3.96     | 0.82 | 4.00      | 0.82 | 4.17   | 0.79 | 4.27   | 0.76 | 2.78  |
| Excited about leisure        | 4.22     | 0.70 | 4.16      | 0.87 | 4.22   | 0.75 | 4.41   | 0.68 | 2.28  |
| Don't know what to do        | 2.73     | 0.91 | 2.57      | 0.86 | 2.50   | 1.00 | 2.38   | 0.98 | 1.52  |
| Waste leisure time sleeping  | 2.67     | 1.19 | 2.58      | 1.08 | 2.60   | 1.11 | 2.42   | 1.13 | 1.48  |
| Like to try new leisure      | 3.62     | 0.89 | 3.73      | 0.82 | 3.82   | 0.82 | 3.89   | 0.81 | 1.30  |
| Very active leisure          | 3.38     | 0.93 | 3.38      | 0.81 | 3.47   | 0.86 | 3.61   | 0.88 | 1.55  |
| Leisure does not excite      | 1.93     | 0.86 | 1.87      | 0.66 | 1.76   | 0.71 | 1.74   | 0.76 | 1.87  |
| Do not have leisure skills   | 2.16     | 0.90 | 1.96      | 0.74 | 1.94   | 0.77 | 1.87   | 0.91 | 1.08  |
| Always something to do       | 3.82     | 0.75 | 3.64      | 0.81 | 3.65   | 0.98 | 3.81   | 0.93 | 0.97  |
| Overall leisure boredom      | 2.02     | 0.43 | 2.16      | 0.55 | 2.12   | 0.49 | 2.10   | 0.50 | 0.71  |

*Note.* Freshman (n = 45); Sophomore (n = 113); Junior (n = 139); Senior (n = 160).

\*p < 0.003

The findings of no significant differences between overall leisure boredom and gender support previous research by Weissinger et al. (1992) and Weissinger (1995). Further analyses of the data indicated significant differences between groups on specific items regarding gender. Males were more likely to agree that they would have plenty of exciting things to do if they could retire now with a comfortable income. Males were also more likely than females to agree that they became highly involved in what they did during their leisure time and that they were very active during their leisure time. These findings may be explained by the differences in the types of activities that males and females participated in. Active competitive team sports was selected as the preferred leisure activity by 69% males (n = 84) and 31% females (n = 37). Passive activities were selected as the preferred leisure activity by 78% females (n = 130) and 22% males (n = 36). These findings agree with Beggs et al. (2005) results that females are more likely to participate in non-active recreational sports. In addition,

females were more likely to agree that they did not have many leisure skills. Shaw, Caldwell, and Kleiber (1996) indicated that adolescent females may participate in some leisure activities to please others rather than themselves. At times, especially during the developmental adolescent period, females may be participating for different reasons than males and this could contribute to their lack of development of leisure skills and feelings of leisure boredom. Future research is suggested to support this statement. The findings concerning gender suggest that females may be more affected by certain facets of leisure boredom than males.

The results of this study also indicated no significant differences between overall leisure boredom and level of education. This supports the findings of Weissinger (1995). However, some significant differences existed between groups on specific LBS items and level of education. Seniors were more likely than freshmen to agree that they became involved in what they do during leisure and that if they could retire now with



Table 3  
*Leisure Boredom and Activity Choice - Analysis of Variance*

|                              | Outdoor |      | Team |      | Individual |      | Passive |      | F      |
|------------------------------|---------|------|------|------|------------|------|---------|------|--------|
|                              | M       | SD   | M    | SD   | M          | SD   | M       | SD   |        |
| Leisure time drags           | 1.69    | 0.82 | 1.90 | 0.85 | 1.90       | 0.92 | 1.90    | 0.89 | 1.07   |
| Highly involved              | 3.75    | 0.84 | 3.79 | 0.80 | 3.77       | 0.86 | 3.57    | 0.74 | 2.39   |
| Leisure time is boring       | 1.57    | 0.74 | 1.72 | 0.83 | 1.70       | 0.83 | 1.77    | 0.82 | 0.99   |
| Retire now, things to do     | 4.06    | 1.09 | 3.98 | 1.10 | 3.84       | 1.19 | 3.68    | 1.11 | 2.65   |
| Spinning my wheels           | 2.13    | 0.93 | 2.20 | 0.86 | 2.09       | 0.88 | 2.28    | 0.84 | 1.13   |
| Don't like leisure           | 1.82    | 0.79 | 1.92 | 0.89 | 1.76       | 0.73 | 1.96    | 0.87 | 1.35   |
| Aroused and going            | 3.90    | 0.79 | 3.68 | 0.87 | 3.52       | 0.87 | 3.46    | 0.79 | 5.18*  |
| Important to quality of life | 4.41    | 0.74 | 4.14 | 0.77 | 4.08       | 0.83 | 4.05    | 0.80 | 3.50   |
| Excited about leisure        | 4.51    | 0.70 | 4.26 | 0.77 | 4.26       | 0.74 | 4.18    | 0.77 | 3.25   |
| Don't know what to do        | 2.38    | 0.99 | 2.53 | 0.96 | 2.41       | 0.85 | 2.61    | 1.00 | 1.34   |
| Waste leisure time sleeping  | 2.56    | 1.07 | 2.56 | 1.08 | 2.23       | 1.08 | 2.65    | 1.17 | 3.01   |
| Like to try new leisure      | 4.13    | 0.83 | 3.80 | 0.85 | 3.77       | 0.78 | 3.65    | 0.80 | 5.78*  |
| Very active leisure          | 3.69    | 0.87 | 3.66 | 0.87 | 3.68       | 0.87 | 3.17    | 0.77 | 12.56* |
| Leisure does not excite      | 1.65    | 0.75 | 1.78 | 0.76 | 1.78       | 0.78 | 1.86    | 0.68 | 1.37   |
| Do not have leisure skills   | 1.87    | 0.91 | 1.78 | 0.84 | 1.94       | 0.74 | 2.08    | 0.77 | 3.33   |
| Always something to do       | 3.91    | 0.89 | 3.63 | 0.99 | 3.80       | 0.87 | 3.63    | 0.88 | 2.16   |
| Overall leisure boredom      | 2.01    | 0.50 | 2.07 | 0.51 | 2.17       | 0.55 | 2.15    | 0.47 | 1.84   |

Note. Outdoor (n = 68); Competitive (n = 120); Individual (n = 99); Passive (n = 164).  
\*p < 0.003

a comfortable income, they would have plenty of exciting things to do. These differences may be explained because seniors have furthered the formation of their leisure time behavior patterns by experiencing the college environment. Gitelson and Thomason (1992) determined that the college years are a time of expanding freedoms and focusing interests and Cheng et al. (2004) determined that the time spent in college allows for the development of leisure behavior patterns. Therefore, seniors are more likely than freshmen to have established their patterns of leisure behavior. These specific differences could also be accounted for based on differences in awareness of perceptually available leisure opportunities between seniors and freshmen. The greater the level of awareness, the less likely a student is to experience boredom (Iso-Ahola & Weissinger, 1987).

No significant differences were found between overall leisure boredom and leisure activity choice. However, there were significant differences between groups on specific leisure boredom items and activity

choice. Subjects who chose outdoor adventure activities were more likely to agree that they became aroused during their leisure and liked to try more new types of leisure than the subjects who chose passive activities. Previous research has shown that participants involved in high-risk adventure activities are more likely to be sensation seekers than those who participate in other types of activities (Breivik, 1995; Kajtna, 2004). Sensation seekers have been defined as seeking immediate gratification, thrills, and impulsivity (Wood & Cochran, 1995). This study supports previous research that has indicated that sensation seekers become involved in more new activities than nonsensation seekers and become greatly aroused during participation (Iso-Ahola & Crowley, 1991; Rowland, Franken, & Harrison, 1986). Another finding related to activity choice was that subjects who chose passive leisure activities were less likely to agree that they were very active in their leisure than the other three groups. Of the four groups, the activities provided for the passive group are the



least vigorous in terms of physical activity. This finding suggests that those pursuing passive leisure activities are the least physically active of the college students in this study.

The findings of this study have implications for leisure service providers in a university setting. University programs concerned with student life and campus recreation need to offer a wide range of programs and activities that cater to males and females of all levels of education in active competitive team sports, active competitive individual sports, outdoor adventure, and passive leisure to meet different leisure aspirations. By providing a wide array of programs, participants will be more likely to find activities that reduce the opportunity for leisure boredom. In addition, by being aware of activity differences based on gender, providers will be able to develop programs that meet the leisure needs of males and females.

Additional research regarding leisure boredom is necessary. Future research should continue to address both leisure boredom and activity choice. Few studies have been conducted concerning leisure activity choice (Barefoot, Strickland, & Housch, 1981; Gratton & Taylor, 1986). In addition, further research should be conducted to explore differences in selection of leisure activities by gender. In this study, the activities selected by males and females were different. The passive activities group had many more females than males and the active competitive team sports group had many more males than females. The results of this study found that females were more likely to participate in passive activities and more likely to be bored with aspects of their leisure. To fur-

ther understand these differences between males and females, other instruments or methods could be used that examine leisure boredom differently. By understanding the activity choices and leisure boredom of males and females, researchers may be able to determine the links between gender, activity choice, and leisure behavior.

The college years are an important developmental period for students. During this period, lifetime leisure pursuits are often determined. By providing a wide range of quality leisure opportunities, leisure service providers in the college setting can meet the needs of students and play a positive role in their developmental process.

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